

Name: _____



Year 3 Writing Checklist

 Non negotiable
 previous year objectives

--- No evidence in this text
 --- Not looking for evidence in this text type

Overall: Evidence in text
 Some evidence
 Most evidence
 Secure evidence

Working towards the expected standard						
	Date:					
	Genre					
• Using some paragraphs to organise ideas						
• In narratives, describing some settings and characters	S C	S C	S C	S C	S C	S C
• In non-narrative writing, use some simple devices to structure the writing (headings, sub-headings, bullet points etc)						
• Using some coordinating / subordinating conjunctions to extend with detail.						
• Use correct tense (mostly correct) throughout						
Punctuation correct <i>all</i> of the time (anything less is PKS)	capital letters					
	full stops					
	question marks					
	commas for lists					
	apostrophes for contraction					
• Spelling most words correctly (year 1 and 2)						
• Spelling some words correctly (year 3 and 4)						
• Mostly producing legible handwriting – letter size and spacing						
Working at the expected standard						
• Using writing for a range of purposes: creating character, setting and plot / use of sub headings for non-fiction						
• In narratives, describing settings, characters and atmosphere some (figurative language)	S C A	S C A	S C A	S C A	S C A	S C A
• Uses paragraphs to group ideas around a theme some (Year 3)						
• Using verb tenses mostly and consistently and correctly throughout their writing (including present perfect) (Year 3)						
• Using a full range of adverbs mostly (then, next, soon, therefore) (Year 3)						
• Using a full range of prepositions mostly (before, after, during, in, because, of) (Year 3)						
• Expressing time, place, cause using conjunctions (when / before / while / so / because) mostly (Year 3)	t p c	t p c	t p c	t p c	t p c	t p c
• Inverted commas with other punctuation for speech some (Year 3)						
• Spelling most words correctly (year 3 and 4) and trying some more ambitious vocabulary	3/4 A	3/4 A	3/4 A	3/4 A	3/4 A	3/4 A
• Mostly producing legible joined handwriting.						
Working at greater depth						
Distinguish between the language of speech and writing and choose the appropriate register						
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
Use the range of punctuation taught at Key Lower Stage 2 correctly (see above) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity						
Other						
Word: nouns formed with prefixes						
Word: forms a and an						
Word: word families [eg: solve, solution, solver, dissolve, insoluble]						
Terminology: preposition						
Terminology: conjunction						
Terminology: word family						
Terminology: prefix						
Terminology: clause						
Terminology: subordinating clause						
Terminology: direct speech						
Terminology: consonant letter / vowel letter						
Terminology: inverted commas						

